



# EMPLOYMENT OPPORTUNITY

1. RPA #	<b>019 -CCFC</b>
ANALYST'S INITIALS	<b>KR</b>
DATE	02/17/06

**YOU MUST BE A PERMANENT OR PROBATIONARY STATE EMPLOYEE, A FORMER PERMANENT OR PROBATIONARY EMPLOYEE OR ON AN EMPLOYMENT LIST FOR THIS CLASSIFICATION IN ORDER TO APPLY FOR THIS POSITION.**

CLASS TITLE <b>Education Administrator I</b>	POSITION NUMBER <b>319-001-2657-900</b>	TENURE <b>PERMANENT</b>	TIME BASE <b>Full Time</b>	CBID <b>S21</b>
OFFICE OF <b>Program Management Division</b>	LOCATION OF POSITION (CITY or COUNTY) <b>Sacramento</b>			MONTHLY SALARY  <b>\$5944</b> to <b>\$7227</b>
SEND APPLICATION TO: First 5 California 501 J Street, Suite 530 Sacramento, CA 95814  Attn: Gwen Atkins	REPORTING LOCATION OF POSITION <b>501 J Street, Suite 530, Sacramento, CA 95814</b>			
	SHIFT AND WORKING HOURS <b>DAYS - 8:00 a.m. - 5:00 p.m.</b>			
	WORKING DAYS, SCHEDULED DAYS OFF <b>MONDAY through FRIDAY, DAYS OFF: SAT/SUN</b>			
	PUBLIC PHONE NUMBER <b>(916) 323-2524</b>	PUBLIC PHONE NUMBER <b>( ) -</b>		
SUPERVISED BY AND CLASS TITLE <b>Emily Nahat, Deputy Director</b>				FILE BY <b>3/8/06</b>

Pending DPA Approval

The Education Administrator I will perform all duties in accordance with First 5 California management guidelines, the State Contract Manual, State procurement policies, First 5 California Strategic Plan, State Administrative Manual, and the California Children and Families Act, utilizing MS Office and Outlook applications.

## SELECTION CRITERIA - -

- SROA/Surplus employees are encouraged to apply.
- Transfers, reinstatements, or recruitment from the employment list may be considered.
- Applications will be evaluated based on eligibility and desirable qualifications and interview may be scheduled.

## Essential Function Duties

### Supervision

Consistent with DPA rules and regulations, perform the full range of management and supervisory duties for School Readiness staff.

- Provide direction and guidance regarding ongoing assignments and daily work activities to ensure deadlines are met.
- Delegate responsibility to staff to facilitate timely completion.
- Review work and evaluate performance of staff to determine training and professional growth opportunities.
- Approve travel and leave requests for staff following leave usage guidelines.
- Conduct, arrange and approve training for staff to increase staff knowledgebase.

### Policy and Program Leadership

In order to provide policy and program leadership to staff of First 5 California in carrying out the California Children and Families Act specifically related to the School Readiness Initiative and selected early childhood health and development, workforce, and family education and services projects:

- Conceptualize, design, write, and implement policies and programs to deliver comprehensive services through County Commissions and school-community collaborations (parents, community organizations, health providers, and state and county health and human services agency representatives).
- Design programs and strategies to implement the First 5 California Principles on Equity.
- Oversee the development and management of programs and special projects of high priority to First 5 California, the Governor, agency secretaries and/or the Legislature, such as strategies to reduce disparities in education and health outcomes.

- Direct the development of policy leading to modifications in state and federal law and regulations.
- Keep abreast of current research and policy documents in School Readiness and early childhood services.
- Modify programs to improve results for children and their families and to improve accountability.

### **External/Internal Representation**

In order to design and implement the School Readiness Initiative and other key early childhood programs, serve as First 5 California's representative on various organizations, boards and task forces related to School Readiness issues to advance the work of the Commission.

- Present School Readiness information at conferences and workshops and other forums.
- Promote coordination and networking among similar programs.
- Serve as Director's liaison to appropriate state agency directors, private foundations, business organizations, universities, education organizations and networks, local elected officials, and others to gather feedback and provide information on School Readiness Initiatives.
- Represent First 5 California in Executive and Advisory Committees and lead planning for professional development networks such as those for family resource centers and home visitation.
- Collaborate with agency and other State and local partners and meet with key local, state, and national program representatives to coordinate and enhance the School Readiness programs for young children.

### **Training and Technical Assistance**

In order to provide leadership in the development, implementation, monitoring, and evaluation of conferences, workshops, and other training opportunities for School Readiness program staff:

- Monitor TA and training opportunities offered by all First 5 California contractors
- Conduct needs assessments of School Readiness local staff to ascertain relevant topics for training and conferences.
- Assess program progress and accountability and determine technical assistance needs.
- Coordinate competitive and non-competitive procurement processes for technical assistance/training providers and Regional Technical Assistance.
- Serve as First 5 California's liaison/manager for the Annual Statewide Conference of County Commissions.

In accordance with First 5 California guidelines and in furtherance of the First 5 California Strategic Plan, in order to administer the School Readiness Initiative and its implementation:

- Participate in staff meetings.
- Keep supervisors apprised of the status of projects and problems.
- Manage the budget allocated to the unit by preparing budgetary documents to support the work of the unit.
- Research, review, and analyze relevant materials, such as independent, State, or Federal research reports and evaluations and pertinent State/Federal legislation.
- Prepare written responses to letters and other inquiries.
- Draft correspondence for the signature of the Deputy Director and Executive Director.
- Prepare presentations and talking points for State Commissioners, Executive Staff and others.

## **MARGINAL FUNCTIONS**

In order to support the Program Management Division and First 5 California activities, in furtherance of the First 5 California Strategic Plan:

- Participate in conference planning activities.
- Assist other staff with critical projects as needed.
- Manage and monitor competitive and non-competitive contracts/grants.

## **KNOWLEDGE AND ABILITIES**

*Knowledge of:* principles of employee development, training and supervision; the agency's mission, goals, program policies, and organization. A manager's role in affirmative action and labor relations and the processes available to meet these program objectives.

*Ability to:* effectively and efficiently manage a staff and program within the resources provided; review and edit written documents; establish and maintain project and departmental priorities; work effectively with administrative personnel in the Department and in other governmental agencies; supervise subordinate staff; and effectively contribute to affirmative action objectives.

## **DESIRABLE QUALIFICATIONS**

- Demonstrated program leadership in the field of education.
- Familiarization with health and human services, especially as they pertain to young children and their families.
- Familiarization with California Legislative process.
- Familiarization with State control agency policies.
- Experience in administering statewide, countywide or district-wide family coordinated services or subsidized early childhood or related programs.

## **SPECIAL PERSONAL CHARACTERISTICS**

- Supervise staff effectively, including development and motivation
- Perform well under the pressure of time-sensitive, high priority projects
- Take initiative, and work both independently and as a team member
- Work effectively with diverse constituencies including county, local, and state agencies and groups
- Present ideas clearly and concisely in oral and written form.
- Establish effective working relations; and exercise tact, resourcefulness, and judgment with all groups contacted in the work.
- Assume leadership and exercise creativity in the administration and evaluation of education programs.

## **ADDITIONAL QUALIFICATIONS**

- Knowledge and experience in the field of Early Childhood Education.
- Ability to communicate effectively.
- Knowledge and experience in grant application review, monitoring, and administration.
- Ability to work with the public, including parents and families.
- Excellent computer skills.
- Ability to apply complex research and analytical studies.
- Ability to interpret Early Childhood Health and Education policy.
- Ability to analyze situations accurately and take effective action.

## **WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES REQUIRED TO PERFORM DUTIES; WORK ENVIRONMENT**

- Willingness to travel by car, bus, train, or airplane as required for successful job performance.

## **PHYSICAL ABILITIES**

- Occasionally bend, lift, and move file boxes, training materials and other items weighing up to 25 pounds in connection with duties (e.g., training sessions, proposal/application review processes, organizing research or resource materials) or acquire support services to accomplish these tasks.

## **MENTAL ABILITIES**

- Think and reason in analyzing quantitative and qualitative information.
- Function effectively under demanding and competing deadlines.
- Express ideas and facts orally in a clear and understandable manner that sustains listener attention and interest; tailor oral communication to the intended purpose and audience.
- Understand and use written information that may be presented in a variety of formats, such as text, tables, lists, figures, diagrams; select reading strategies appropriate to the purpose, such as skimming for highlights, reading for detail, reading for meaning, critical analysis, and application of health, education, or family support principles and practices.
- Express ideas and information in written form clearly, succinctly, accurately, and in an organized manner; use English language conventions of spelling, punctuation, grammar and sentence and paragraph structure; and tailor written communication to the intended purpose and audience.